

South Dakota Department of Education*

ESEA Consolidated State Application

PART I: ESEA Goals, ESEA Indicators, State Performance Targets

Reading and Mathematics Assessments and Performance Targets

South Dakota was granted a timeline waiver for its assessment system. The new Dakota STEP (State Test of Educational Progress) assessment system has been designed to comply with current Title I Part A regulations. It assesses the progress of students in reading and mathematics in grades 3-8 and grade 11 using a standards-aligned augmented SAT-10 instrument. After an ambitious and compressed development cycle, the test was administered for the first time during a March-April 2003 window to all students in public schools in South Dakota in grades 3-8 and grade 11.

An equally-ambitious and compressed workplan is in place for analysis of scoring data, setting of cut scores for four performance levels, actual calculation of AYP decisions, and announcement of AYP status and identification of schools in need of improvement. If all challenges are met in a timely manner by contractors and department staff, South Dakota intends to set its cut scores in June 2003, and to make final AYP decisions and announcements, including AYP status and identification of schools in improvement, by August 1, 2003.

South Dakota's baseline data and performance targets for 1.1, 1.2, 1.3, 2.2, and 2.3 will be submitted to USDOE by Sept. 1, 2003.

English Language Proficiency Assessment and Performance Targets

South Dakota has adopted the Stanford English Language Proficiency (SELP) test for all students that have been identified as LEP. Identification is done through use of the IDEA Proficiency Test (IPT) or the Language Assessment Scales (LAS) instruments.

The SELP assessment was administered for the first during an April 14-May 2 window to all students in public schools in South Dakota identified as LEP.

South Dakota's cut scores for its English Language Proficiency performance indicators will be set this summer.

Baseline data and performance targets for 2.1 will be submitted by September 1, 2003.

Plans include completion of South Dakota-specific English Language Acquisition (ELA) standards and production of an augmented SELP test before the next administration window in spring 2003.

Performance targets and baseline data for Goals 3, 4, and 5 will be submitted as required by September 1, 2003.

*the official title of the state education agency in South Dakota was changed by executive order effective April 18, 2003. Previous ESES Consolidated State Applications were submitted under the former title "Dept. of Education & Cultural Affairs."

PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1a. Please provide evidence that the State has:

- **adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or**
- **disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.**

1998 Content Standards

The South Dakota Board of Education adopted challenging content standards in K-12 communications/language arts and mathematics on December 15, 1998. These standards meet the requirements of 1111(b) (1).

A set of content standards in mathematics and reading is available for each grade, K-8. The high school standards are currently organized into a single 9-12 span for each content area (note the exception below in paragraph 3).

In November 2000, the state board initiated a review process for the content standards in South Dakota. It began in January, 2002. (See chart below). The decision to review and update the standards, including the timetable, was made independently of the yet-to-be enacted *No Child Left Behind Act*. The process established by the state board calls for each set of core content standards-- language arts/reading, mathematics, science and social studies—to be reviewed in a cycle that extends across the next four years. South Dakota has an expectation that these rigorous and challenging standards are applicable to **all** students enrolled in the public schools of the state including, but not limited to, LEP and IEP students.

Task	Reading / LA	Math	Science
Begin standards revision process	June 2002	June 2003	June 2004
First Reading of Content Standards and Performance Descriptors presented to State Board of Education	January 2003	January 2004	January 2005
Second Reading -- Content Standards and Performance Descriptors presented to State Board of	May 2003	June 2004	June 2005

Education			
Public comment period	May – Sept. 2003	May – Sept. 2004	May – Sept. 2005
Content Standards and Performance Descriptors adopted by State Board of Education	Sept. 2003	Sept. 2004	Sept. 2005
Course guidelines adopted by LEA's	July 2004	July 2005	July 2006
LEA's implement revised content standards	2004-05	2005-06	2006-07
Academic achievement standards set for revised standards / assessments	June 2005	June 2006	June 2007

2002 refinements

In addition to the revision/updating work that was begun in January 2002, further refinements to the initial English/Language Arts standards have been undertaken to further align the document with the provisions of *No Child Left Behind*, including:

- In the summer and fall of 2002, the communications/language arts document was sub-divided into two separate documents: 1) reading standards and 2) language arts standards. This was done at the suggestion of USDOE advisors. The sub-dividing of the standards better aligns the document with assessment practices, as South Dakota assesses reading proficiency for AYP purposes, and does not assess language arts standards for AYP purposes.
- Further, a sub-set of “essential core content standards” was identified within the larger body of reading standards. Likewise, a sub-set of “essential core content standards” was identified within the larger body of mathematics standards. These actions were taken in recognition of the fact that the 1998 standards documents set forth too many standards and were not prioritized in a manner that would yield quality assessment for *NCLB* purposes. As the reading and math state content standards are revised per the state board's timetable, the “core essential” documents will become unnecessary and will be eliminated.
- Core high school standards have been identified. All students are expected to meet these standards, regardless of the specific courses they may take. The core high school standards for reading and math will be assessed through the Dakota STEP test administered at the 11th grade.

Major review/update underway

Pursuant to state board action, a 24-member Language Arts Content Standards revision team was appointed and met for the first time on April 30, 2002. Dr. Jan Sheinker, private consultant, was contracted to provide overall leadership and guidance throughout the overall four-year review cycle. Per the state board's plan, each set of content standards (four in all) will undergo a year-long review/updating process, starting with the language arts/reading content standards. The process began during the summer, 2002. The mathematics content standards are second on South Dakota's agenda, starting summer 2003. Review of science and social studies content standards will follow in successive years.

The review work will include re-grouping the 9-12 high school standards in each content area into a core set of expectations for each grade, i.e. 9th grade reading content standards, 10th grade reading content standards, etc. Communication arts standards will be set forth in separate documents for each grade.

The reading content standards and communication arts content standards will be presented to the South Dakota Board of Education for consideration and final adoption by September, 2003. These standards will go into effect July 1, 2004, and will be the basis for the standards-aligned assessments administered during the 2004-2005 school year. Districts will be held accountable for implementing the revised content standards into their curricula during the 2004-2005 school year.

1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

The South Dakota Board of Education adopted challenging science standards K-12, on June 22, 1999. These standards meet the requirements of 1111(b) (1). A set of content standards is available for each grade, K-8. The high school standards are currently organized into a single 9-12 span for each content area. These standards will be reviewed beginning in January, 2005, per the cycle and timelines established by the state board for review of content standards (previously described in section a).

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

Development of Dakota STEP Assessment System under NCLB

The State of South Dakota is working under a timeline waiver with the USDOE to complete an approved assessment system. As a result, Dakota STEP (State Test of Educational Progress) is the new assessment system for accountability for South Dakota schools and was inaugurated during the spring 2003. Dakota STEP has as its basic platform the new SAT 10 Abbreviated test, which is augmented to fully assess South Dakota core content standards in reading and mathematics as required by *No Child Left Behind*. Science augmentation will be added before 2007 per NCLB timelines. Dakota STEP is both a norm-referenced and a standards-aligned, criterion-referenced test. It has the support of the South Dakota Testing Advisory Committee. South Dakota was fortunate to have available the formula funds for the development and Implementation of state assessments to support the development of its new Dakota STEP assessment system.

The development of the Dakota STEP system involved South Dakota practitioners in a process that began in August 2002. Reading and math teachers aligned draft test items in their respective subject areas to the SD Core Content Standards in September. Following this alignment work, items were field-tested mid-October through mid-November, using a representative group of students across the state. After the completion of field testing and a subsequent study of item performance, a draft test was completed for each grade.

Using the completed test, an alignment study was conducted in December 2002. The Buros Institute, University of Nebraska-Lincoln, was contracted to conduct the alignment study utilizing South Dakota teachers. Since there was an over-sampling of items at each standard level, it was possible to conduct the pilot “administration” phase simultaneously with the first administration of the test in spring 2003. This strategy allowed South Dakota to maximize the benefits of the compressed timetable that was implemented during the development phase, and to administer a fully-compliant assessment system during the 2002-2003 school year.

In order to insure alignment, the following number of items were created, field-tested and added to the abbreviated SAT-10 in reading and mathematics in order to fulfill the requirements for a state-specific, standards-aligned assessment system that can be used for AYP purposes: Grade 3, 127 additional items; Grade 4, 104 additional items; Grade 5, 116 additional items; Grade 6, 113 additional items; Grade 7, 101 additional items; Grade 8, 96 additional items; and Grade 11, 89 additional items. The plan allows the potential for some items to be discarded if they are determined to be weakly aligned or perform poorly during the first administration in spring 2003. A post-test alignment review and standards-setting will occur in June 2003 under the direction of Buros Institute staff.

South Dakota’s Performance Standards

Four levels of performance standards will be set: Advanced, Proficient, Basic and Below

Basic. These performance levels will be used as the basis for ranking schools and setting the baseline as required by NCLB.

Sub-Group Participation

Students with disabilities have participated in the state's annual assessment in the past and will continue to participate in the new Dakota STEP system with reasonable adaptations and accommodations. An extensive coding system has been developed to accommodate students with disabilities. South Dakota has also developed an alternate assessment for students with disabilities called Statewide Team-Led Alternate Assessment and Reporting System (S.T.A.A.R.S). This assessment gives students with severe cognitive disabilities an opportunity to demonstrate their progress in meeting goals linked to appropriate South Dakota content standards. Reporting of scores of students taking the alternate assessment is being researched at this time to ensure their inclusion in their LEA's AYP.

Limited English proficient students have participated in the state's annual assessment in the past and will continue to participate in the new Dakota STEP system with reasonable adaptations and accommodations. In order for a student to be classified LEP they must be tested with either the LAS or IPT (see Part I). Students identified as LEP will take the Stanford English Language Proficiency Test (SELP) to determine proficiency gains. Every LEP student who has been a student in United States schools for three years or more will be required to take South Dakota assessments in English.

Performance descriptors, a component of achievement standards, have been developed and approved by the South Dakota Board of Education in the areas of reading and math. These performance descriptors explain each level of performance in relation to the SD content standards.

Reliability of Dakota STEP assessments

Reliability is the degree to which test scores are consistent, dependable, or repeatable, that is, free of errors of measurement. This information will be available once the technical manual is complete, following analysis of scoring data yielded by the spring 2003 administration of the Dakota STEP assessments in South Dakota.

Validity of Dakota STEP assessments

Validity is the degree to which a certain inference from a test is appropriate or meaningful. As previously mentioned, several alignment studies in relation to the South Dakota Core Content Standards have been conducted. Preliminary findings show a high degree of alignment between each standard and the identified items in the Dakota STEP assessments. Final data for determining validity will not be available until after the post-test alignment study is completed.

Leadership

South Dakota is fortunate to have a forward-looking Governor and Legislature, and an informed department legislative team. In February of 2003, Senate Bill 39 was passed by the South Dakota Legislature. Senate Bill 39 requires public schools to test all students in grades 3 through 8 and grade 11, using the prescribed test. An emergency clause was added to the legislation in order to make it effective at the time of the Governor's signature (vs. July 1). Therefore, it was possible to administer the new Dakota STEP assessments in grades 3-8 and grade 11 during the 2002-2003 school year. The testing window was March 26, 2003, to April 18, 2003.

1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

South Dakota's proficiency levels, descriptors, and cut scores

Teachers and administrators from public schools across the state have been, and will continue to be, involved in the setting of academic achievement standards. Workgroups are convened with representation from school districts of various sizes, demographics, and geographical locations. The Committee of Practitioners and School Support Team are represented as well as persons representing various student sub-groups such as student with disabilities and English language learners. The SEA extends opportunities to LEA's for involvement in the development of academic achievement standards.

South Dakota has chosen four proficiency levels for reporting student achievement on state content standards: Advanced, Proficient, Basic, and Below Basic. Performance descriptors (narrative descriptions) of each level have been developed for the currently-adopted language arts and mathematics content standards. The descriptors will be revised according to the timelines set for revision/update of the content standards.

Cut scores for the SAT-9 were set several years ago. New cut scores will be set for the augmented SAT-10 (Dakota STEP assessments) in June 2003. Scoring data from the assessments during the year 2002-2003 school year will be available at that time and will be used in the standards-setting process.

Past and future activities

The following timeline represents the activities that have already been completed and those that are scheduled to take place over the next few years.

2001

- August 2001 – Performance descriptors were developed for mathematics and reading/language arts at grade levels the state assessments are administered and at the upper level of each grade cluster. This includes descriptors for grades 2, 3, 4, 5, 6, 8, 9, 10, and 11.

2002

- Fall 2002 – Performance descriptors were set in reading grades 2 – high school and in mathematics grades K – high school aligned with the core reading and math standards.

2003

- June 2003 – Performance standards-setting workshop facilitated by Buros Institute, UNL. Cut scores for Dakota STEP in grades 3 through 8 and 11 will be determined.
- June 2003 – Revised Reading and Language Arts content standards and performance descriptors presented to State Board of Education. Standards and descriptors will be set for all grades, K-12.
- September 2003 – Revised Reading and Language Arts content standards and performance descriptors adopted by Board. Districts will begin revising course guidelines for language arts.

2004

- June 2004 – Revised Mathematics content standards and performance descriptors presented to State Board of Education. Standards and descriptors will be set for all grades, K-12.
- July 2004 – School districts must have course guidelines written for adoption of revised Reading and Language Arts content standards. Schools will implement the revised standards during the 2004 – 2005 school year. State assessment (Dakota STEP) for reading will be aligned to the revised standards.
- September 2004 – Revised Mathematics content standards and performance descriptors adopted by Board. Districts will begin revising course guidelines for mathematics.

2005

- June 2005 – Academic achievement standards revised for reading to reflect changes in content standards.
- June 2005 – Revised Science content standards and performance descriptors presented to State Board of Education. Standards and descriptors will be set for all grades, K-12.
- July 2005 – School districts must have course guidelines written for adoption of revised Mathematics content standards. Schools will implement the revised standards during the 2005 – 2006 school year. State assessment (Dakota STEP) for mathematics will be aligned to the revised standards.
- September 2005 – Revised Science content standards and performance descriptors adopted by Board. Districts will begin revising course guidelines for science.

2006

- June 2006 – Mathematics academic achievement standards revised to reflect changes in content standards.
- July 2006 – School districts must have course guidelines written for adoption of revised Science content standards. Schools will implement the revised standards during the 2006 – 2007 school year. State assessment (Dakota STEP) for science will be aligned to the revised standards.

2007

- June 2007 – Standards setting workshop to determine cut scores for science in required grade spans in science on the chosen state assessment (Dakota STEP).

Task	Reading / LA	Math	Science
Content Standards and Performance Descriptors presented to State Board of Education	June 2003	June 2004	June 2005
Content Standards and Performance Descriptors adopted by State Board of Education	Sept. 2003	Sept. 2004	Sept. 2005
Course guidelines adopted by LEA's	July 2004	July 2005	July 2006
LEA's implement revised content standards	2004-05	2005-06	2006-07
Assessments aligned to revised standards administered	2004-05	2005-06	2006-07
Academic achievement standards set for revised standards / assessments	June 2005	June 2006	June 2007

**PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND
FISCAL INFORMATION**

No submission required May 1, 2003.